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A. E. WINSHIP.....EDITOR

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Department of Superintendence, Cincinnati, February 22-26, 1925.

NOBLEST ROMAN OF THEM ALL

Much as the University of Wisconsin needs Dean Roscoe Pound of Harvard Law School, and great as the temptation must have been to the pride of publicity, it is cause for national congratulation that there is one man in the educational world who has professional consistency which leads him to say to the committee which presented the invitation:—

"Years ago I deliberately devoted myself to legal education, legal research and endeavored by teaching and writing to promote the most effective administration of justice. That work is at least scarcely less important than the work which is to be done as president of Wisconsin. Moreover, it is a work that I have come to understand. I do not feel justified on mere grounds of personal inclination toward life in the West or in a western academic community in deserting something that I had definitely taken up as my life's task."

Somehow there is an impression among university committees that every professor has his price; that all that is needed is to bid high enough to get any one from any institution.

Harvard University has a record of which it may well be proud.

Dr. G. Stanley Hall in his "Life of a Psychologist," wrote in agony of soul that he lost several of his professors at a critical time in the history of Clark University, because President Harper of Chicago University made financial offers quite beyond the ability of Clark University to meet. He felt that it was a great injustice to bid away from him men whose value to Chicago was due to Dr. Hall's training of these men. Dr. Hall also says that President Harper had the same design on Harvard, but failed to accomplish it. Dr. Hall leaves the impression, though he could not have intended it, that the reason that he failed was because Harvard was able to meet President Harper's offer financially. Harvard University has never raised the salary of any professor in order to keep him.

We recall distinctly an interesting incident of 1896, I think. It was on Mount Wilson, Pasadena, on the occasion of an overnight-camping-out party given by Walter Raymond of Raymond Hotel. I had later information coming from Los Angeles than President Charles W. Eliot of Harvard had coming from Pasadena, and I said to President Eliot: "Have you seen that President Harper has made Professor George Herbert Palmer an offer, said to be almost double his Harvard salary?" He seemed utterly indifferent, so I later returned to the incident, which ended in his saying: "Harvard has never lost a professor on the issue of money. We never bid to get or keep a professor." When, later, I saw Professor Palmer's declination, I had the same feeling of pride that I have when Dean Pound declines to go to Madison.

Nothing less than the best city schools in the United States will satisfy Superintendent E. C. Broome of Philadelphia, who has the public from bottom to top behind him in this aspiration.

VOCATIONAL EDUCATION

At the recent Indianapolis meeting of the vocational education leaders it was reported that in 1923 after fifteen years of the vocational education movement in the United States more than 7,000 pupils were enrolled in the state and nationally funded vocational educational system; more than 50,000 pupils were enrolled in federal subsidized corporation schools; more than 50,000 were enrolled in the federal industrial schools; private business colleges annually register 400,000 persons; about 1,000,000 take instruction on wage-earning subjects by mail, and, in short, about 2,000,000 persons in the country today are taking instructions for vocations.

NEXT WEEK

In our issue of February 19 we will have an account of the Jordan-Herman functions in connection with the Twenty-five Thousand Dollar Prize for David Starr Jordan's Education Peace Plan. It was an exceedingly interesting series of functions. We were the first magazine to publish "The Plan" in full, and have been the most ardent champion of every feature of the International Federation of Educational Associations, and it is every way appropriate that we give extensive personal attention to the famous celebration in Los Angeles.

Soon after the Jordan-Herman issue we will have a California issue of the Journal of Education, because it happens that I have known California, her schools and school people for fifty years more intimately than has any one who is likely to write thereon, and our view of California and Californians will enable us to give a personality to "Who Was Who," "Who Is Who," and "Who Will Be Who," that some people think will be worth while.

President Coolidge told the scientists who were in session in Washington recently that the future of civilization is well-nigh in their hands, expressed confidence that the Scientific Association would meet the task of devising institutions adapted to their discoveries, adding: "We need the truth, and we turn to you, eager to give you all encouragement in your quest for it."

THE KILPATRICK CINCINNATI PROGRAM

The distinctive feature of the McAndrew meeting of the Department of Superintendence will be the toning up of every department program to the standard of the general session. The fierce "test" of the program and "measurement" of the audience in order to be allowed to function in the midwinter meeting has magnified every program. This distinguishes the winter from the summer meeting. It is absolutely impossible to have a meeting with only fifteen transacting important business without any program as happened at Washington in July.

It is entirely easy to have a notable program as Dr. William H. Kilpatrick of Teachers College, New York City, demonstrates.

On February 25, Grand Hotel, Miss Mabel E. Simpson, Rochester, N.Y., presides over the luncheon of "The National Conference on Educational Methods."

At 2 p.m. Professor M. B. Hilleg as of Teachers College, Nathan G. West, principal Rochester, and L. J. Brueckner of Minneapolis speak on "Supervision."

On the 26th, 9.30 a.m., Superintendent E. M. Sipple, Burlington, Iowa; Ethel I. Salisbury, Los Angeles, and S. A. Barr, University of Wisconsin, will discuss, respectively, "The Course of Study," "Needed Research in Course of Study Making," and "What Should Be Put into a Course of Study."

For the winter meeting a department can get educational leaders like William H. Kilpatrick, Mary E. Pennell, James F. Hosic, Katherine Hamilton, Mabel E. Simpson, and J. A. Starkweather to serve as officers, and really serve in noble fashion.

CONDON OF THE ATLANTIC MONTHLY

Superintendent William R. Peck of Holyoke, Massachusetts, wrote Dr. Condon regarding the advisability of having the vocational functions of the public schools of the city administered by the city Board of Education, and we give Dr. Condon's reply because of its value everywhere:—

My dear Mr. Peck: You ask my opinion as to the most desirable plan for the development and administration of vocational education.

I have always believed and strongly advocated a unified administration by the local authorities, of all phases of education, of which the vocational is only one branch. The results in my judgment are bound to be better if the local School Board and the superintendent administer as a part of one unified plan all phases of education for the local community. Every argument of sound policy calls for such a plan, and all experience in the long run backs up this theory of administration.

I would not consider any other plan, and I say this as a warm advocate of vocational education, based upon many years of experience in administering both general and vocational phases of education. The only excuse for a separate Board, is when the School Committee and the superintendent are out of sympathy with vocational training, and it should be only so managed even then, until the general school authorities come around to see the place and value of this phase of education for their pupils who need and can most profit by specialized courses in vocations in connection with their other general educational courses.

Sincerely yours,
Randall J. Condon.

PENSION SYSTEMS

California's latest educational excitement is over the State Pension plan. Governor Richardson issues a message in which he says that the California Teachers Retirement and Pension Fund is insolvent to the extent of $30,000,000.

To this State Commissioner Will C. Wood says he has no confidence in the analysis of the actuary, and asserts that there is no cause for alarm in regard to the present plan. Dr. Wood says:—

"We are accustomed to predictions that the fund will soon be bankrupt. The prediction made by the accountant selected by the Governor recently to investigate the fund is, in my judgment, no better than former predictions. While I respect the accountant as an accountant, I have no confidence whatever in his analysis of the retirement fund.

"I am opposed to any precipitate revision

of our present retirement plan and there is no occasion for it." He is in favor of making a thorough investigation through an unbiased and competent actuary, but until such investigation has been made "I shall oppose any effort to tamper with the retirement-salary fund, which now has available resources amounting to more than $2,000,000."

It is unfortunate that there is a universal professional suspicion that every report by actuaries, such as that made by Governor Richardson's appointee, is influenced by life insurance companies.

Pension systems must be safe, can be safe, and they should not be jeopardized by political activities. It is all too easy to scare the public, especially a group of people who can be frightened into a fear that their future is to be jeopardized.

UNUSUAL APPRECIATION

Cushing Academy, Ashburnham, Massachusetts, has honored Principal Hervey S. Cowell, dean of principals of New England academies, with the erection of a beautiful Cowell Chapel, and former students of Mr. and Mrs. Cowell at Francestown Academy, 1876-1883, have placed in the Cowell Chapel at Cushing Academy a "Cowell organ," which is every way worthy the place. Pupils of forty-two years ago, now living, thus testify to their appreciation of what these two teachers did for them.

Thirty-six states require attendance for the full public school term.

DEFFENBAUGH'S PLATOON MEETING

For the fourth time W. S. Deffenbaugh of the United States Bureau of Education will have an important meeting for the consideration of the Platoon plan for city schools in connection with the Department of Superintendence. The meeting at Cincinnati will be held on the afternoon and evening of Tuesday, February 24, in the ballroom on the ballroom floor, Hotel Gibson.

The subject will be: "How New Buildings Are Erected and Old Buildings Remodeled for the Platoon Plan," illustrated with slides by Charles L. Spain, Detroit.

"The Enrichment of the Curriculum Through Special Activities in Work-Study-Play or Platoon Schools," by Elsa Ueland, president, Carson College, Pennsylvania.

"The Time and Opportunity for Nature Study in Work-Study-Play or Platoon Schools," illustrated by slides, by Elizabeth Ames, Gary, Indiana.

"Results in Science and Art," by Bertha Stevens, Carson College, Pa.

"Community Room Activities in Pittsburgh Platoon Schools," by W. F. Kennedy, Pittsburgh, Pa.

"Educational Value of Shopwork in Platoon Schools," illustrated by slides, by G. E. Walfing, Gary.

At the dinner John J. Tigert will act as toastmaster. Among the speakers will be Frank Cody of Detroit and William M. Davidson, Pittsburgh.

The evening topic will be: "Practical Suggestions for the Auditorium"; speakers, Rose Phillips, Detroit, and Mildred Harter, Gary.

What could be more absurd than to think that truth of science could imperil religion. When religionists are afraid of truth they are anti-religionists.

STUDENT SUICIDES

One of the many sad tragedies of these unusual times is the ease with which students in high schools, colleges, and universities commit suicide. Two young women in one of the best colleges in America for no imaginable cause take poison together and one of them dies. Frequently the excuse given by high school girls is worry over "marks," but the latest and most disheartening is the case of an elementary school boy in California because his schoolmates made fun of his tight-fitting clothes. This thirteen-year-old boy hanged himself in the rear of his home, leaving this note: "I am too big. I have grown too fast, and my parents are unable to provide me with suitable clothing. People make fun of me and I want to die."

Experimental psychology is less than fifty years old, its beginning being attributed to Wundt, 1878.

NEW HAMPSHIRE'S LEADERSHIP

New Hampshire leads all the states in appreciation of women in the recent election. Twelve women were elected to the Legislature, which breaks all records in the United States. Manchester elected three women, and Berlin also elected three. Nashua elected one, as did Andover. The other four were from country districts. Pretty good for New England.

Professor William McDougall of "the placid lanes of Harvard University" has attracted attention by advocating a bonus system to increase the number of children in professional men's families. "The cream of the nation is being outnumbered by the inferior under the present-day social system. . . . On marriage, let the man, no matter what salary he may be drawing, receive an additional $500 a year, and at the birth of each child let him begin to receive an additional $375 a year and continue to receive it as long as that child is living and under twenty-four years old."

LEAVES FROM A COUNTY SCHOOL SUPERINTENDENT'S DIARY —(XXI.)

MARY L. FULKERSON

Salem, Oregon

I am glad to be at home with a good night's rest in prospect. If one lacks appreciation of a comfortable home one should become a wanderer for a short time. The erstwhile sense of appreciation will come back bringing a thankful heart with it. I do not lack in appreciation, but duty calls me away from home frequently, and therefore I know whereof I speak.

Lumber companies must have workmen. Workmen must have homes if they give good service to their employers. Children must have an opportunity for an education even though daddy works in the forest. I have schemed for a year to get a comfortable school building in a suitable location at Cascade. (The present building is neighbor to the railroad shack which houses the Mexican section crew, and the "War with Mexico" is current history to the boys in that school.) The district valuation was too small to make a new building possible, so through the Consolidation Act we annexed an abandoned district with valuable timber lands. Then we petitioned the School District Boundary Board of the county, whose sole duty it is to delve deeply into such affairs and of which a kind and all-wise Providence makes the county school superintendent the secretary, to add several square miles of unorganized territory adjacent to the original district. In the centre of this last addition nestles a health resort to which summer pilgrimages are made by the afflicted. Wondrous tales are related of the marvelous cures wrought by bathing in hot mud or in mineral water, according to one's specific thorn in the flesh, hence the hard trip by pack-horse train over miles of narrow mountain trail is cheerfully and hopefully endured. All this territory, with the little hamlet of Cascade in the midst thereof, now forms a goodly school district. My scheming has not been in vain, for the vision of a new school building is to become a reality. The lumber company will not object because it will get good returns in service for every dollar it invests in bettering conditions for its employees. The timber speculators may be a bit disgruntled over a special tax, but they should have taken that into consideration when they invested their money. I have not promised to refrain from building schoolhouses in any locality. Where the parents take the children there the school must go. This is America.

Yesterday morning the spirit of adventure took possession of me, and I took Sister with me instead of good, old reliable Sam. Sister is reliable, too, and delightful company, but she has only a speaking acquaintance with a Ford. Sam demurred somewhat, but said that we would have no trouble unless something broke. We drove away in a hilarious mood, despite the rain which began with a mere mist and became a real deluge.

Due to our early start we had two full hours to spend at the Millville School. Millville is a lumbering centre and the teachers have much to discourage them in the way of a floating population. One little class had forgotten the multiplication tables learned last year. That happens to all classes, and I suppose it will continue to do so world without end. As an incentive to review, I said: "When I come again I am going to give you the hardest test possible in the multiplication tables. It will be a good joke on you if you are not ready for me." They hailed the proposition with delight —all but one. He informed me with much importance that he would not be there. "We are going to move next week," was his explanation. It is ever thus. Poor little fellow! He never stays in one school long enough to learn anything very thoroughly. By the time he has become acquainted with his teacher and has quieted his suspicion of the evil intention of the boys on either side of him and convinced the girl in the seat behind him that his back is not a punching bag, his father involuntarily separates himself from his job and the family proceeds on its seemingly never-ending journey.

During the noon hour we parked Paul Bunyan by the side of a mountain torrent while we sat in the car and did full justice to a hot lunch, served as usual, a la thermos. The orchestra rendered spellbinding music under the able leadership of Bandmaster Jupiter Pluvius and Professor Mountain Stream, soloist.

We had no time to loiter, however, so we regretfully tore ourselves from the sylvan scene and continued our journey.

Paul Bunyan invented a new kind of rattle, and I stopped to see if "something" had broken as per Sam's early morning hint. I could see nothing wrong above, below nor inside, so we endured the new accompaniment and in a few minutes the Gateway Consolidated School children knew that the county superintendent had arrived.

There is much to see and admire in this wideawake school. The new high school build-

ing and the gymnasium just being completed, took much of our time. This school is really at the "end of the way." It is wholly unexpected to the uninitiated. (I hope it is symbolic of what awaits me at the end of the way of life.)

Here we left Paul Bunyan to repose in the old hotel barn. There was no road for him to travel, and he has not been trained to run on a mountain pack-trail. Sister and I boarded the train which exists for the purpose of accommodating logs, as well as people, desiring transportation in the heart of the Cascades.

The conductor and the engineer on the train are members of the school board, so when we reached the end of this road also, a board meeting was scheduled as the principal event of the evening.

Five minutes after the train stopped at Cascade, every man, woman, child, pack-horse and chipmunk in the canyon knew that I had come to visit the school the next morning. So efficient is the news service where there is no newspaper. It is not necessary to wait for the printing process.

There are hotels and hotels, but Sister found it a little difficult to adapt herself to the one in which we had to spend the night. The grime of travel is not easily removed by the application of ice-cold water at a sink in the main hallway. One little window in a bedroom built for two does not afford proper ventilation according to modern ideas. A bed with a chronic weakness of spring, scarcity of blankets and limpness of pillows does not look inviting if one stops to contemplate it. However, we laughingly made the best of it and jotted it down in memory's book of experience. When we are old and beyond work we shall recall it and chuckle reminiscently. It is a sort of "laying up treasure" for the future.

At the meeting that night the board approved the plans I had brought from the Valley, and we shall soon have a modern school building and civic centre in that mountain hamlet. There is to be a well-equipped stage in one end, a kitchen and a library in the other, with a spacious schoolroom between. Won't the children of those honest forest-rangers, loggers and pack-train men rejoice when they can go to school in such a building? It will be far nicer than the place many of them call home.

At noon today we came back on the train as far as Gateway, where the hotel boy-of-all-work had Paul Bunyan warmed up and waiting. I took the steering wheel and we started on the homeward drive. Paul again began to practice his newly learned rattle and again I stopped to argue with him. This time I beheld to my horror that "something" had broken. The special oil line so valuable on mountain roads had snapped off and the oil flowed out like blood from a severed vein. I immediately began to apply my knowledge of mathematics to figure how far a Ford car can go on a quart of oil flowing out on the roadway through a broken oil line, if the oil keeps on flowing while one stands and wonders what to do. In about a quarter of a minute I had the answer. I climbed back under the steering wheel and opened wide the throttle. It was six miles to Millville and a repair shop, but Paul was still alive when we arrived. That mechanic looked like a fairy prince to me when he said that he could repair the damage in about half-an-hour. It took him just twenty-seven minuates. With a supply of oil and minus a rattle we were again on the road. We reached home without further adventure.

The tank in the kitchen is full of hot water. The bathroom luxuriously lures me to prepare for a trip to the land of Nod where Paul Bunyan's oil line is an item of no significance.

AN INVITATION

"Whatever cordiality words can express is intended in this brief welcome to superintendents, principals, and school managers to join the superintendents of the country in this annual revival of purposes and plans. Cincinnati was chosen as a result of ballots distributed to every State in the Union. The response was overwhelming. The whole country and his wife are coming as never before. Cincinnati is well supplied with hotels and restaurants, but the visiting school men have at this writing engaged all the hotel space. Fairness and honesty require this statement to be frankly made. The Queen City, however, is opening its homes to take care of the visitors. Earl T. Gold, Board of Education, Denton Building, has organized a staff for placing guests in homes. Cincinnati teachers have canvassed the city for rooms in private residences. As a result, there seems to be no indication of diminution of advanced registration for attendance at the convention. I do not foresee any inconvenience or discomfort in sight for any visitor who writes Mr. Gold in advance. The convention has for its main theme 'American Ideals and the Public Schools,' so come on, renew your youthful enthusiasms, meet your fellow-laborers, and return to what Lincoln called 'the greatest service that we as a people can engage in.'"—William McAndrew, President, Department of Superintendence, National Education Association.

LIGHT ON THE "BLACK LEGEND"

[By Henry Grattan Doyle, Professor of Romance Languages, George Washington University, Washington, D. C., Modern Language Editor, Journal of Education.]

Woodrow Wilson loved to tell the story of Charles Lamb's famous remark apropos of hate. Having inveighed one day most bitterly against a certain man, Lamb was asked by a bystander: "But have you ever met him?" "Of course not," replied Lamb, "I can't hate a man I know!"

This is a brief anecdote, but one packed with personal and national psychology. Personal and national hatreds thrive on lack of acquaintance, on lack of knowledge. The greatest single influence towards international peace is international understanding; more briefly, education. We shall be better Americans, better citizens, if we know and appreciate other nations, other cultures, other civilizations. We can render our own country greater service in time of need if we have this knowledge. The first step in such an acquaintance—let us not be fooled about this!—is the acquisition of foreign languages. Such knowledge of a foreign culture, a foreign psychology, as we may get through the medium of translations, or through others who may have a first-hand knowledge, is better than none; but it is as imperfect as the deaf man's appreciation of music through vibration alone.

Theodore Roosevelt once said: "The twentieth century is South America's." The nations with which we are most closely bound, commercially and politically, are the countries of our own hemisphere, most of which are Spanish-speaking. It is vitally important that we should understand these neighbors, and that they should understand us.

People of vision on both sides are agreed on the method to pursue. We must learn each other's languages. English is a required subject in most of the secondary schools of Latin America. Spanish is being studied to an unprecedented extent in American schools and colleges. Such men as Hon. John W. Weeks, Secretary of War; Hon. Herbert Hoover, Secretary of Commerce; Hon. Bainbridge Colby, former Secretary of State, and Hon. William G. McAdoo, former Secretary of the Treasury, have urged that the Spanish language and literature be studied in every American school. Indeed, Mr. Hoover says: "We must take particular care to see that the study of Spanish, if not made compulsory, is at least made possible in all our secondary schools." But we still have a few people, some of them rather prominent, who have not realized the cultural importance of the Spanish race and of its literature, its art, its architecture, its music, its services to mankind. In short, they are suffering from the after-effects of what the Spaniards call the "Black Legend" of Spain.

What is the "Black Legend"? It is the Spanish bogey-man, carefully developed through centuries by one or another political enemy of Spain, which represents the Spaniard as ignorant, or cruel, or immoral, or all of these combined, and as having produced nothing worth while to justify his presence on the earth. What is the remedy? Education. It would take an unbelievable amount of stubbornness or wilfulness to maintain such an attitude after a fair examination of Spanish history, of Spanish literature, of Spanish culture in general. Indeed, the American who merely follows the course of current events must have received much light upon the subject from the newspapers in the last two years. Here are a few instances:—

In 1922 Jacinto Benavente received the Nobel Prize for literature, the second Spanish winner of that international honor. The following year it was won by William Butler Yeats, which enabled England to tie Spain with two winners, the others being Kipling and Echegaray, respectively.

Dr. Ramón y Cajal, famous Spanish physician, has also received the Nobel Prize for medicine.

On November 29, 1924, the greatest educational centre of France, the Sorbonne, conferred honorary degrees upon an American, Dr. Charles D. Walcott, director of the Smithsonian Institution, and upon two Spaniards: Dr. Ramón y Cajal, discoverer of the "neuron theory," and Ramón Menéndez-Pidal, dean of Spanish scholars. There is an interesting article in the Booklovers Magazine for August, 1903 (over twenty years ago!) by Dr. Joseph Walsh of Philadelphia, which places Ramón y Cajal among the great names of medical science: Pasteur, Lister, Koch, Metchnikoff, Ehrlich, Walter Reed, etc.

Ignacio Zuloaga, greatest of living Spanish painters, has duplicated the success of his great countryman, Joaquín Sorolla, in the United States. To be colloquial, he is the "art rage" of this generation.

Spanish books are being translated, and read, in great numbers by Americans. The vogue of Blasco Ibáñez was just the beginning; new volumes by such writers as Benavente, Martinez Sierra, Pio Baroja, Concha Espina, Pérez de Ayala, Miguel de Unamuno, and Valle-Inclán follow one another in rapid succession from the presses of American publishers.

Radio stations are broadcasting programs of Spanish music at frequent intervals, and are seeking talks in and about Spanish.

Perhaps the greatest enthusiasm has been aroused by the discovery by American artists and architects of the incomparable treasures that Spain has produced in their fields. The American Architect and Architectural Review throughout the year 1924 paid particular atten-

tion to Spanish art and architecture, publishing some seven or eight articles, with innumerable illustrations, dealing with Spain. We can quote only from one of them, appearing in the number for January 16, 1924.

The author is Ralph Adams Cram, one of our most distinguished architects. He says:—

"After thirty-five years of intermittent travel in all parts of Europe, during which anything beyond the Pyrenees was regarded with serene indifference, I at last encountered Spain, and since that eventful six months of revelation, nothing else seems to matter much, not even the little villages of England, the tall cathedrals of France, or the hill towns of Italy—not even (and with shame be it spoken!) not even Palermo or Venice or Carcassonne. The only call is 'Back to Spain!'

"Why? Not wholly for its architecture perhaps, and its other arts, though these are sufficiently compelling. Chiefly it may be because here is a sort of sacred preserve, ringed with seas and ramparted by high mountains, and so permitted to retain some of the real values in life, lost long since by the highly civilized and progressive communities of this unhappy planet.

"Never was a country so lied about (chiefly by historians and French travelers) or so misjudged by contemporary intelligence. All you expected is not there, and all you wished for, is. Of course this is an exaggeration, but it will give the idea."

Here follows the most telling part of Mr. Cram's article—the truth about Spain, seen through the eyes of a reliable American observer, who previously, by his own admission, had been indifferent to Spain.

"It is not a land of haughty hidalgos and profligate caballeros lording it over a brutalized peasantry, but the only place I know where there is a true and vital democracy in the best sense. It is not priest-ridden and rotten with superstition, but the one place where religion is thoroughly evangelical and a sane and normal part of the lives of nine persons out of ten. The people are not made savage by bullfights and black memories of the Inquisition; they are kindly, generous, gentle with children, merciful to animals, courteous beyond belief, self-respecting, austere, ascetic, and disdainful of physical comfort and physical suffering.

"Spain is not backward and degenerate just because it is not given over to industrialism, covetous commerce, and predatory finance, but truly in the vanguard of real civilization because it estimates these things at their true worth, and has preserved something of the old sense of comparative values. Finally, it is not dirty, but as clean (almost) as Holland or Scandinavia. . . .

"Altogether, Spain is the land of surprises, not alone along architectural lines, but in respect to its people, its culture, and the promise of its future influence."

Thanks to Mr. Cram and others the "Black Legend" has faded to a pale gray. Soon it will have ceased to exist, and the Spanish race will have taken its rightful place as one of the great cultural peoples of mankind.

TOMORROW

EDGAR A. GUEST

He was going to be all that a mortal should be,
Tomorrow;
No one could be kinder or braver than he,
Tomorrow;
A friend who was troubled and weary he knew,
Who'd be glad of a lift and he needed it, too;
On him he would call and see what he could do,
Tomorrow.

Each morning he stacked up the letters he'd write,
Tomorrow;
And thought of the folks he would fill with delight,
Tomorrow;
It was too bad, indeed, he was busy today,
And hadn't a minute to stop on his way;
More time I will have to give others, he'd say,
Tomorrow.

The greatest of workers this man would have been
Tomorrow;
The world would have known him had he ever seen
Tomorrow;
But the fact is he died and faded from view,
And all that he left there when living was through,
Was a mountain of things he intended to do,
Tomorrow.

—Exchange.

HARRY G. WILSON'S LATEST

[Harry G. Wilson, Chicago, of the American Book Company, sends out each year a Holiday greeting that is anticipated by more school people we think than is any other Annual. We give his latest entire.]

OLD YEAR AND NEW

"The OLD YEAR has done what it could for me;
All of it that was good for me
Has now become a part of me;
Whatever the NEW may bring to me,
May only the good of it cling to me
And enter into the heart of me."

VEST POCKET ESSAY.

GEORGE FITCH

A school teacher is a person who teaches things to people when they are young. However, it would be unfair to accuse her of teaching them what they know when they grow up. She only teaches them what they have forgotten by that time.

The teacher comes to school at 8.30 o'clock and when she has gotten enough children for a mess in her room, she teaches them reading, writing, geography, grammar, arithmetic, music, drawing, cooking, board-sewing, crocheting, deep breathing, bird calls, scientific eating, patriotism, plain and fancy bathing, forestry, civics and other sciences too numerous to mention.

When school is out she stays behind with five or six of her worst scholars, and tries to save the state the job of reforming them later on.

After that she hurries home to make herself a new dress and snatch a hasty supper before going back to attend a lecture by an important specialist on history of tribal law in Patagonia, which the superintendent thinks may give her some information which may be useful in her school work some day.

A great many lecturers roam the country preying on school teachers and some of them are very cruel, talking to them so long that the poor things have to sit up until morning when they get home, to get their daily test papers corrected.

School teachers' salaries range from $60 a month up—but not high enough up to make them dizzy.

On her salary the teacher must dress nicely, buy herself things for her work, which the city is too poor to get, go to twenty-nine concerts and lectures a year, buy herself books on pedagogy, pay her way to district, county and state institutes and enjoy herself during a three months' vacation which her salary takes every year.

In addition, the teacher is supposed to hoard away vast sums of money so that when she becomes too nervous and cross to teach at the age of fifty or thereabouts, she can retire and live happily ever after on her income.

There is a popular superstition to the effect that the great financiers can be found in Wall street and that they gather there every morning, but they don't. They gather in the schoolhouses of the land every morning and as they teach the children of the nation twice as much as they will ever remember, they figure out new ways of dividing $75 into a month's board, a new dress, a trip to the county seat, a pair of shoes, two entertainment tickets, an insurance assessment and a deposit in the savings bank.

AGES OF THOUGHT

"Methuselah ate what he found on his plate,
And never, as people do now,
Did he note the amount of the calorie count;
He ate it, because it was chow.
He wasn't disturbed when at dinner he sat,
Devouring a roast or a pie,
To think it was lacking in granular fat,
Or a couple of vitamines shy;
He cheerfully chewed every morsel of food,
Untroubled by worries or fears,
Lest his digestion be hurt by some fancy dessert,
And he lived over nine hundred years!"

---

*For correct spelling, meaning and pronunciation of "calorie" and "vitamine," refer to latest edition of the genuine Webster's Dictionary.

WHAT IS LIFE TO YOU?

To the preacher life's a sermon;
To the joker life's a jest;
To the miser life is money;
To the loafer life is rest;
To the poet life's a song;
To the lawyer life's a trial;
To the doctor life's a patient
That needs treatment right along.
To the soldier life's a battle;
To the teacher life's a school;
Life's a good thing to the grafter,
It's a failure to the fool.
To the man upon the engine
Life's a long and heavy grade;
It's a gamble to the gambler,
To the merchant life is trade.
Life's a picture to the artist,
To the rascal life's a fraud.
Life perhaps is but a burden
To the man beneath the hod.
Life is lovely to the lover,
To the player life's a play;
Life may be a load of trouble
To the man upon the dray.
Life is but a long vacation
To the man who loves his work;
Life's an everlasting effort
To shun duty, to the shirk.
To the earnest Christian worker
Life's a story ever new;
Life is what we try to make it—
Comrade, what is life to you?

—A reproduction.

FACTS FOR SCHOOL HISTORIES

LUCIA AMES MEAD

That nothing is really known until it is seen in its relations to other things is a lesson which Emerson has taught the American teacher, but the application of this vital principle is often far to seek in history textbooks. The need of understanding something of world history if one is to understand one's own is generally recognized, but the need of considering one's own political history in its relations to economic and vital statistics in one's own country is less understood. The future voter is usually left grossly unprepared for making judgments on public issues. Especially is he unable to judge matters which appeal to the emotions, like questions of danger and defence. The student with a high school or even a college diploma is often all at sea regarding the most vital matters. He has learned a mass of facts unrelated to real life and basis for judgment.

The writer has asked thousands of students in secondary schools and sometimes in colleges and in various states this question: How many soldiers do you think were killed in our armies or died of disease in our war of the Revolution, our war of 1812, our Mexican war, Spanish war and world war combined? I have told them that I have had a range of guesses from that of a Vermont High School girl who guessed 5,000 to that of a former teacher, a lady of high cultivation now living in Boston, who guessed 6,000,000, saying that she had not the wildest idea of the facts. My first question was to a high school youth of exceptional talent who guessed 2,000.000. I have then asked how many think we have had fewer than 2,000,000 killed. A few hands have usually been raised. Once not one hand was raised; this was in a college of colored students. Then I have asked how many think that more than 2,000,000 have been killed, and the large majority raised their hands in every single instance. Then I have told them to their amazement that the number killed is fewer than have been murdered in ten years. This number is declared by the American Bar Association to be 75,000.

The judgment of students in this matter is probably as good as that of most adults. They remember that when they went to school the chief part of their history had to do with wars and they have imagined that foreigners have cost us rivers of blood. It follows that when the Security League or the admirals and generals assure us that "the army is below the danger point," that our security depends on having more bombs and submarines; that the appropriations asked are for "bare safety against invasion such as any first-class power determined upon war could inflict upon us at any moment it chose," the average uninformed person believes it and is alarmed. He demands protection for his home and fireside at any cost and $650,000,000 a year for defence seems not too much, whatever else the country may go without. What that sum would mean if put into protection from other dangers, he does not reckon. His textbooks have not told him that every year our country loses more lives by motor cars than perished in battle in our first four wars beginning with the Revolution, and more injured and maimed than those killed.

Not until students are taught always to think of using facts comparatively, and are given the facts that need to be compared, can their judgment on vital matters that affect their future and their taxes be anything more than the result of impulse, tradition and prejudice. Does not the law of self-preservation require that mankind should learn where to look for its chief dangers and not be left in the dark? Do any of our textbooks make this clear? I suggest that a page of essential matter now omitted be added to each of our school histories. I suggest also that in textbooks on arithmetic effort should be made to teach the use of figures, not merely from the standpoint of developing accuracy and speed, but so as to help pupils visualize their application to areas, populations and money. Lack of imagination is being recognized by psychologists as a serious defect in students in business colleges. Students who can perform problems, make schedules, draw up statistics often have little power to see human beings or human relationships as affected by them, or the relation of one set of figures to another in terms of obligation or opportunity. In respect to lack of imagination it is a question whether the banker is better off than the average man who deals very little with figures. Every child should be required to work out problems whose terms would teach incidentally a vast deal that he needs to know. Let him work out how long it would take men of different salaries, from those of a letter carrier up to that of a corporation lawyer or bank president, to earn a million dollars; let him figure out how many centuries there are in a billion minutes. The cost of his town's city hall, his school, his church, should be learned and taken as a norm for calculations; likewise the population of his town and its area. A clear conception of these matters would help people to get some faint comprehension of the significance of our national expenditure and of our country's needs and what it means when our annual budget is counted in billions and our annual cost of crime about equals it. It would also teach him that great wealth is not produced by mere thrift and might set him to considering the bases of great fortunes

and the relation of great fortunes to tariffs and to special privilege and other matters which have direct bearing on current history.

SUGGESTIONS FOR ADDITIONS TO TEXTBOOKS.

1. Our danger to life, prosperity and property has always been far greater from within our country than from attack of foreigners from without. No nation has ever yet declared war against us.

2. Secretary Hughes, in an address in New York on May 16, 1924, said: "So far as we can see into the future we are safe from the slightest danger from aggression. We recognize our immunity, not that we may boast, but rather that we may appreciate our duty and our responsibility. We know that in no power or possible combination of powers lies any menace to our security."

3. In the same address Secretary Hughes quoted from the report of the American Bar Association on crime: "There occurred 17 so-called murders in London in 1922, not one unsolved. In 1921 there were 63 murders in all England and Wales, while in the same year there were 260 murders in New York and 137 in Chicago. In 1921 there were 95 robberies throughout all England and Wales. In 1919 there were 121 robberies in France. In 1922 there were reported 1,445 robberies in New York City and 2,417 in Chicago."

4. Our loss of life every year from preventable accident and preventable disease is approximately 600,000.

5. Our total loss from our Civil War and from our five foreign wars, including loss from deaths in battle, wounds, disease, and every other cause is far less than that.

6. About 20,000 of these 600,000 deaths are due to automobile accidents. These figures of loss every year in both war and peace do not include the immense number who are annually ill or injured from preventable accident and preventable disease. The financial loss from such illness and accidents as well as the deaths would amount to many billions of dollars.

7. The total loss by crime in the United States is estimated at $3,000,000,000. This, with the indirect loss, is estimated at about the sum which our government has loaned foreign governments, i.e., $10,000,000,000.

AS REPORTED BY THE WAR DEPARTMENT.

The losses in our wars are as follows:—

War.	Battle.	Disease.	Other Causes.	Total.
Revolutionary War	4,044			
War of 1812	1,877			
Mexican War	1,549	10,986		
Spanish War	968	5,438		
World War	51,002	58,320		
	59,438	75,244	9,215	209,926

Civil war is in another category. International wars can end through effective world-organization long before the possibility of civil wars will end.

The losses of the Civil War as given from the War Department are: Battle deaths, 110,000; disease, 224,586; other causes, 24,872; total, 359,528. The figures from the World War include deaths abroad and at home, and also include deaths of marines in the navy. These figures are subject to further revision, as men are dying still from injuries in war. In 1920 the sum total of all recorded deaths in all wars for every cause was 502,427.

ON THE BROAD HIGHWAY

FRED L. SHAW

The road winds on through changing scenes,
Thro' meadow and wood and town.
Thro' shadow and sun our course is run;
We travel up hill and down.

Still the throng moves on, some weak, some strong,
Some fall by the side of the way.
Some hope subdue, some dream anew,
Some rest at the close of day.

Some lie awake on the couch of pain
And long for the break of day;
Some laugh, some moan, some sing, some groan,
Some conquer, some leave the fray.

Some struggle and strive for the right of way,
And jostle the weak aside;
Some rise to power, some slink and cower,
Some drift, some breast the tide.

Oh, the road of life is a long, long way,
Which we travel but once for all!
And our hearts are glad, or our hearts are sad,
As our fortunes rise and fall.

But when we come to the end of the road,
And look back o'er many a mile,
Not the foes we beat, but the friends we greet
Will make our lives worth while.

—South Dakota Educator.

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NEW YORK CHICAGO BOSTON

TO ATTACK SOCIAL AND ECONOMIC PROBLEMS THROUGH SCHOOLS

The place of the high school teacher in handling the social sciences and practical economics in New England is being worked out by the Boston University School of Education in co-operation with the Boston Chamber of Commerce in an interesting pedagogic experiment. The object is to establish a means, with emphasis on the high school, for conveying civic consciousness to the student. Because economically and socially New England presents an especially interesting problem the effort has been directed straight at the question of conveying important economic and social truths to the youth of New England.

Some parts of New England have been faced during the past few years with a dispiriting and unfounded propaganda that prosperity and industrial supremacy is on the wane. Far from the truth, the rumors have nevertheless survived until many of the youth of New England are growing up without a justifiable pride in their home states. Feeling that if New England prosperity was not really to be injured by so much adverse propaganda, the youth of New England states must be taught the facts in the case, Dean Arthur H. Wilde, Dean of Education, Boston University, set out to find the means by which these facts could be set before the student.

The result is a series of lectures arranged especially to be of interest to high school teachers, although of equal importance to all teachers and to the public on "Social and Economic Conditions in New England." The course will run throughout the second semester of the school year, beginning February 11. Lectures will be given every Wednesday evening at 8 p.m. in Jacob Sleeper Hall, 688 Boylston street, Boston.

Fifteen specialists in their lines, business men, educators, and social workers, will co-operate in the series. The lectures will attempt to reach the students through training their teachers

Teachers may secure degree credit in the School of Education.

"Industrial Leadership," by Melville D. Liming, manager, Bureau of Commercial and Industrial Affairs, Boston Chamber of Commerce. "Better Business Methods," by Henry P. Kendall, of the Kendall Mills. "Peace Through Justice in Industry: The Employee," by Frank H. McCarthy, general organizer, American Federation of Labor. "Peace Through Justice in Industry: The Employer," by Howard Coonley, president, Walworth Manufacturing Company. "Meeting Outside Competition," by Erwin H. Schell, committee

of New England Industries, Boston Chamber of Commerce. "Religious and Race Prejudice," by Rabbi Harry Levi, Temple Israel. "Transportation Problems of New England," by William H. Day, New England Traffic League manager, transportation bureau, Boston Chamber of Commerce. "Leading Industries: The Textile Industry in New England," by H. C. Meserve, secretary, National Association of Cotton Manufacturers. "Leading Industries: Leather and Shoes—a Great Human Need," by Thomas F. Anderson, secretary, New England Shoe and Leather Association. "Leading Industries: The Wool Industry of New England," by Walter Humphreys, secretary, National Association of Wool Manufacturers. "Human Motives in Industry," by Henry S. Dennison, Dennison Manufacturing Company. "Social Results of Immigration," by Mrs. Eva Whiting White, Elizabeth Peabody House. "Increasing the Food Supply," by Dr. H. W. Gilbert, Massachusetts Commissioner of Agriculture. "The Social Science Teacher's Opportunity," by William C. Crawford, head master, Boston Trade School. "A Program for High Schools," by Dr. Jesse B. Davis, professor of secondary education, School of Education, Boston University.

POSTURE WORK AND HEALTH EDUCATION

BESSIE L. BARNES

Supervisor of Physical Education, Brookline Public Schools, Brookline, Massachusetts

About ten years ago we started posture work in the public schools of Brookline. We had a teacher who was specially trained for that work and we took the children who had the most glaring defects. Out of the school system of 4,000 children, we selected 1,000 children who were to come to us once a week. Through the co-operation of the teachers we brought the mothers there, explained to them what should be done, and urged their co-operation. The children went back into their classes after a few months without standing out as seriously defective. That work continued until the School Board felt that we were working too intensively with a small proportion of children.

In physical education, as in other departments, the most expensive children are those who are slowest to comprehend class work and who need individual instruction. The child came back after this individual work ready to receive the training in the large group.

We do not do special posture work as such now, but we emphasize preventive work. Our plan in the elementary schools is activity—purposeful, efficient, and something that the children will love to do outside of school. In grades I. to VI. inclusive we have only fifteen minutes a day, one period a week being given over to exercise in the gymnasium. During out-of-door season all work possible is out-of-doors. Ordinarily all that you can do in fifteen minutes with forty to sixty children is to think just what you would like to do.

Our main purpose is to give the children something they will love to do outside of school hours and thus increase the time of activity. We want to instill in the children that love for the right sort of activity, that they will use play time for it. You do not find the children doing "hips firm" for the fun of it. That has its place possibly in the formal two-minute drill of the schoolroom. The real work of the educator is to furnish opportunity, the children will do the rest. We use large muscle activities such as climbing, running, hopping, handsprings, cart wheels, etc. This plan has prevented many posture defects to such a degree that if we were to take out all this larger activity and put back the definite posture work it would be a great loss to us. The children come to the special teacher with the regular teacher once a week. We have from forty to sixty children in that organization. However, with small groups each child is learning to control himself, learn new activities by suggestion and have time to do what he wants to do with the apparatus. Children find the greatest pleasure in inventing things, and are very quick to discover those exercises leading to greatest development. Children are constantly on the alert to have an opportunity to practice those things for which we wish we might have time in the class period.

THEN AND NOW IN SURVEYS

[The Principal.]

More than a decade ago we had an Inquiry Committee investigate our school system. The general feeling in our school circles, at the time, was that the inquiry was conceived with a hostile purpose, carried on unsympathetically and resulting in a mass of scholarly findings. The net result was resentment, countercharge, repudiation. Thus some very important findings ultimately went no further than the shelves in the principals' offices. How many have read, much less studied the reports in question?

Now comes another survey. It seems to find us in greater readiness to respond. For this reason there is going to be greater interest in the findings, less desire to strike back. There will be greater willingness to try things that are intended to improve the schools. If the negative aspect of needs will receive an equal attention we will be assured of the absolute sincerity of the entire survey.

One thing is certain, that there will be more eagerness to read the coming reports, there will be greater enthusiasm for improvement, there will be more actual changes made as a result of this present investigation. After all, however accurate and truthful the results of an investigation may be, unless that investigation itself is followed by desirable changes, what is really gained? Dr. William H. Allen's survey will make up in dynamic power what it will lack on the scientific side because of limited funds.

"ALLSPICE"

["Allspice: The Adventures of Daddy Fox, Ginger Bear, The Miller, and the Miller's Wife." By Bertha B. and Ernest Cobb. Pictures by L. J. Bridgman. Newton Upper Falls, Mass.]

Bertha B. and Ernest Cobb, the creators of "Arlo," have on several occasions demonstrated psychological vision, and skill in pedagogical achievement, but in "Allspice" they have a new and still more important creation of a school reader for the last half of the second and the first half of the third grades.

In the first place, it is an irresistible story; one that anyone, young or old, will read from cover to cover if he dips into it anywhere.

We have never known a story, even by one of the world's masters, which groups so brilliantly a series of adventures, each complete in itself, and yet each fitting into all the others like the stones in an arch.

Each chapter is really a reading lesson in length and arrangement; at the same time being a unit in a complete story of adventure.

There is nothing stilted in the carefully selected vocabulary, and yet there is not a word in the 20,000 words of the book that any child who has been in school a year and a half cannot read and perfectly understand.

One charm of the book is that the prose rhythm, and perfect clarity of sentence structure, carries the child along so that he knows each phrase and its meaning without a moment's hesitation.

Another charm of the book is its freshness and wit in figures of speech. In describing the surprise of the miller, who was going to give his wife five big fish for breakfast, and found that the fox had made way with them, "his eyes opened wide, like blue butter plates on a white cloth."

Here is another which appeals to children who have had their eyes open. Roland Rabbit had kicked a hornet's nest. "He looked like a bundle sent by parcel post. His back was covered with lumps till it looked like a Hubbard squash."

"Allspice" is an ingenious name. It is a delicious mixture of all spices. It is spicy, but all flavors are well blended.

This is the fourth school reader that Mr. and Mrs. Cobb have written with the same literary plan: a limited, graded vocabulary, and a simple, direct technique, carrying a series of mental pictures in the form of an absorbing story.

This is by far their best production. There is nothing mechanical, nothing conventional about "Allspice"; neither is it erratic or individualistic. It is a book with a delightful personality all its own.

Ten million pieces of first-class mail and 1,500,000 parcel post packages were mailed and handled in the postal stations of Greater Boston Monday, December 22, constituting a record eclipsing any previous record by at least 50 per cent. for first-class mail and 25 per cent. for parcels.

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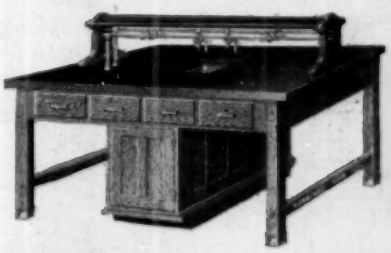

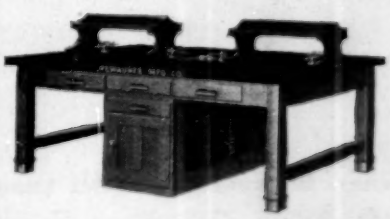

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INSPIRERS OF MONTESSORI

["Montessori and Her Inspirers." By Robert John Fynne, University of Dublin. Cloth. 350 pages. New York and London: Longmans, Green and Company.]

Tracing Montessori back to Pestalozzi, Froebel and Herbart, to Locke and Rousseau, to Pereira, Itard and Sequin, is an educational service which no American would ever have rendered. It is highly interesting, whatever importance it may have.

The study of the "Inspirers of Modern Montessori" is a phrase more American than British, though the author's statement is more British than American, "to show that her work is definitely concatenated with that of Pereira, Itard, and Sequin." "It may be said without derogating from the value and importance of her 'Method' that what there is in it unquestionably forms but a small part of the whole body of her doctrine and procedure. The fact that she is no mere innovator whose new ideas are unrelated to the thought and achievement of her predecessors must strengthen the claims of her work to the serious consideration of all who are interested in the progress of education. Every principle underlying the Montessori method was enunciated by previous educational thinkers or implied in their theories."

The value of Montessori's work is largely due to the fact that "for each of these principles she has found a more definite interpretation and a more direct and enlightened application to school practice than we owe to any of her predecessors."

Montessori comes as a response to the wish of Rousseau when he said: "I wish that some judicious person would give us a treatise on the art of observing children." . . . "Rousseau was not a practical educator. He failed to demonstrate the applicability of his principles to the actual education of the children of the people, evaded all the difficulties of teaching technique by imagining a pupil living and learning under altogether exceptional circumstances."

Professor Fynne thinks the great merit in Dr. Montessori's method is that she did not worship Rousseau or his disciples—Pestalozzi, Herbart, and Froebel—but chose physicians—Itard and Sequin—rather than educational theorists.

Fynne's chapter on Pereira is so enlightening that it should be read with great care by all who aspire to a knowledge of the foundations of modern educational progress, for unquestionably Itard and Sequin owed much of their famous wisdom to their predecessor. Dr. Montessori's indebtedness to Pereira was merely through her indebtedness to Itard and Sequin.

Partisan politics in city school systems will certainly be universally eliminated as it already is in practically every city in New England.

HIGHLY SERVICEABLE TO WOMEN

["Training for the Professions and Allied Occupations: Facilities Available to Women in the United States." By the Bureau of Vocational Information. Cloth. 742 pages. 2 West 43rd street, New York City.]

Practically all types of professional training are now available for women. Women have too commonly chosen the shorter or cheaper course of training because of economic pressure or doubt in regard to opportunity open when training has been completed. For the first time a discriminating reference book on this entire subject is available. It does not merely list schools under appropriate classifications, it offers desirable information. There is a summary of various kinds of training available. The prospective student of medicine should know that the profession has studied all medical schools and graded them A, B, and C; professional education of grade A is available to him in the same time and at no greater cost than is true of grade C. The student who plans to major in business in his undergraduate courses should know what the current judgment in regard to collegiate training for business is, what the general trends in such training are, what other choices are open to him, and what results he may expect. Every occupational field has its own peculiar considerations, depending upon the development and stability of the profession, the relation between the profession and the schools, the degree of experience of the schools, etc.

The Retirement Fund in a city is a sacred trust, and must not be encroached upon under any pretext.

In New York City 10,021 high school students dropped out between the opening in September and the first of November.

DARTMOUTH

In a recent address President Ernest M. Hopkins stressed the importance of "mental hygiene" which parallels the physical development of a student. He said: "We are developing a new type of understanding or solicitude for the undergraduate. We realize more and more that a man's mind cannot work at its best unless he is properly housed. With this in mind, the college is turning to 'personal work' as it is called in the industrial field. We are utilizing every supplementary and complementary phase of contact with a student to make the work of the college more efficacious."

Two other significant statements were that the greatest detriment to the college is the man who just "gets by" and that the movement to abandon morning chapel originated with those most interested in and closely associated with the religious life of the college. They had come to the conclusion that compulsion will never make devotion.

"... An object-lesson for all who teach, write or make books"

—William C. Bagley,

Teachers' College, Columbia University and Editor of the Journal of the N. E. A.

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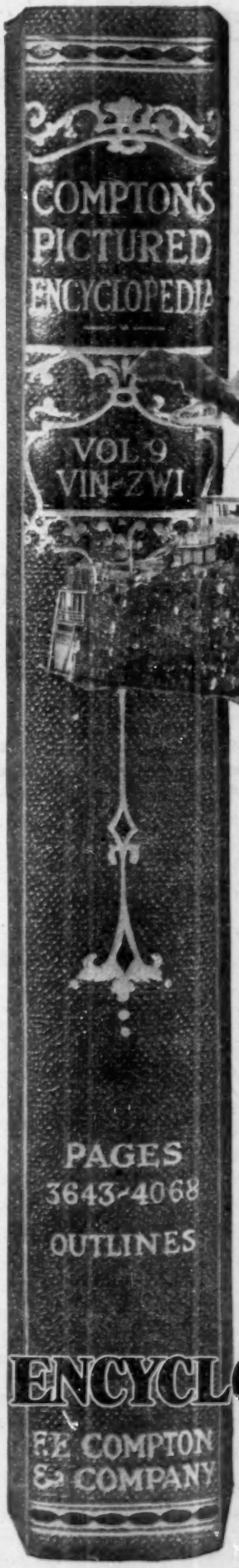

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THE ABERDEEN WAY OF TRAINING RURAL TEACHERS

Five students at the State Normal College of Aberdeen, S.D., recently decided that the little one-teacher school out on the prairies where they did their practice teaching needed painting. They asked permission of the district school board and went to work at the job themselves without the aid of any outsiders. In less than a day they painted the entire building on the outside without interfering in any way with their practice teaching. As each girl's class for teaching came up, she stepped out of her paint-smelling overalls, laid down the paintbrush and took up for a few minutes the more traditional tools of the teaching profession.

The Northern State Teachers College at Aberdeen is known all over the country for the special work it is doing in training rural teachers. Under the guidance of President Harold W. Foght, who is now in Japan making a survey of the rural schools of that country for the Japanese Government, and Dean Leslie B. Sipple, head of the Rural Department, the college has developed a system of teacher training that is thought to be as near perfect as any yet suggested. Every morning scores of future rural teachers are carried far out over the prairies to one-teacher schools, and there under the supervision of specially trained supervisors the students do practice teaching. The college makes every effort to have the teachers learn to meet their future problems as rural teachers by doing actual teaching under perfectly normal conditions.

Teachers are trained to expect to teach in poorly equipped buildings, and are encouraged to seek them for their first schools. They are taught to be self-reliant, to make the most out of nothing, and are given every opportunity to develop their ingenuity. The theory behind this policy is that any teacher can teach well under perfect conditions, but that it takes real courage and ability to do a good job in most rural school buildings as they are found in the country today. Consequently the ideal teacher for the average rural school under present conditions is not the graduate who knows how to talk about I. Q.'s, but the teacher who can make a wash bench, can beautify her schoolroom without much expense and can keep flowers growing all winter despite the problem of a cold schoolhouse each morning.

Painting a schoolhouse is only one of many projects worked out by students who are trying to know rural conditions as they are. Every night scores of rural students go far out over the prairies to small community gatherings, where they assist with programs of various kinds. They are organized into a great club known as the Leadership Club, which sponsors lyceum numbers of all sorts. Its members are ready at all times to provide musical programs, debates, lectures or plays free of charge to rural community. To be called a Ruralite at Aberdeen is considered a great honor among the student body.

THE SPIRIT OF THE GRADUATE

This poem, composed by Dorothy L. Simonson, a thirteen-year-old Mee School graduate, Mount Vernon, N. Y., was recited by her as a part of the graduation program

Oh, the Spirit of the Graduate! He's walking forth today,
Now, have you ever seen him as he quickly passes? Nay?
Then come with me to the roadside, and speak you not a word
For footsteps quick approach us, and we can't be seen or heard.

Oh, the Spirit of the Graduate! He's young and brave and tall,
Full many a mountain high he's climbed and many a castle wall;
He's clad in shining armour and bears the sword of work
To make his way through forests where deadly foemen lurk.

Oh, the Spirit of the Graduate! He's looking back today;
He's thinking of the happy hours he's spent along the way.
Shall he retrace the easy course which he's just left behind?
Ah no, for he's a warrior; new pathways he must find.

Oh, the Spirit of the Graduate! The new road lies ahead—
A road that's leading upward, a road that he must tread.
Though a hard and tiresome journey, he looketh toward the end—
Behold! The castle's towers do now with the sunset blend.

Oh! Spirit of the Graduate, ride forth success to seek;
Adventure beckons to you from yon high mountain peak.
Turn not unto the side paths which tempt you with the rest,
Go forward to the battle and fight your very best.

Spirit of the Graduate, I can see you in my dreams—
The castle of success is yours; how bright its towers gleam!
Though you've nobly fought and won the goal, pray, do not stop nor stay,
Alas! 'Tis but a stepping stone; the path goes on for ay!

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ST. LOUIS ADVANCES SALARIES

Superintendent John J. Maddox of St. Louis has prepared a salary schedule which the City Board of Education has adopted most heartily increasing the maximum salaries of all teachers on an average more than twenty-five per cent. The schedule advances for five years in administrative positions and for nine years in the case of teachers. We give minimum and maximum salaries:—

Assistant superintendents, $6,000 to $8,000; assistants to the superintendent and district superintendents, $5,000 to $6,000.

Principal of Harris Teachers College, $5,500 to $7,000; head assistant, $3,200 to $5,000; high school principals, $4,200 to $6,000; principal, Intermediate Schools (Junior High), $3,700 to $5,500; elementary schools, $3,200 to $5,000. All positions have increases.

This action by the St. Louis Board of Education is most significant as a demonstration of the voice of the people in rallying to the support of public schools.

Teachers and school officers everywhere will rejoice to learn of this forward step taken by the St. Louis Board of Education by adopting the new salary schedule of teachers and employees of the Instruction Department, providing for substantial increases in salaries to be received by experienced and efficient teachers. This example of St. Louis will serve to check efforts that are being made by some reactionaries throughout the country to reduce salaries to the former low level of the pre-war period, and will encourage the friends of public education everywhere to go forward in their movement to inform the public concerning the justifiable causes of increasing costs of public schools.

For more than a year Superintendent Maddox had given special attention to the problem of teachers' salaries. He had directed studies made by his division of tests and measurements, and published the results of their investigations in June, 1924. That report was distributed widely throughout the community, was discussed by teachers, and by school and welfare organizations, and by the public press of the city.

While submitting to the Board of Education the findings of that report, the superintendent called particular attention to certain tables in it showing maximum salaries paid teachers of outstanding ability, experience and training in St. Louis and in other large cities, together with his conclusion that "the St. Louis teacher, whether in the kindergarten, elementary, or high school, cannot hope under the present schedule to attain a salary commensurate with that of many other cities, even though her preparation be exceptional and her service of outstanding character. The same may be said of principals, assistant superintendents and others."

After carefully considering the proposed salary schedule offered them by the superintendent and forecasting the probable increases in costs to the school system for several future years as a result of the adoption of this salary schedule, the Board of Education of the city of St. Louis has accepted the recommendation of the superintendent and adopted his salary schedule without a single alteration.

The salary schedule that now is put into effect in St. Louis places that city in the forefront of cities in this country with respect to school salaries. The only city with higher maximum salaries is New York City, where expenses of living are much higher than in St. Louis.

The salary schedule carries out the principle of equal pay for equal service regardless of sex that has been in operation in St. Louis for many years. It also applies equally to negro teachers and principals, and also to negro instructors in the Sumner Teachers College. The Constitution of the State of Missouri requires the schools for white and for colored children to be conducted in separate buildings, and that negro children shall be taught by teachers of their own race. This requirement raises problems of administration and of school costs that are not presented to school authorities where children of all races attend the same schools.

The Board of Education of the city of St. Louis is meeting its school problems wisely and courageously under the leadership of Superintendent Maddox, who has the ardent support of the teachers and the public.

Words are things, and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions, think.

—Byron.

Dupraw Wins Shorthand Title

Martin J. Dupraw, a graduate of the New York High School of Commerce, and a writer of Gregg Shorthand, added to his fame by winning the New York State Shorthand Championship at Buffalo on December 31. The contest was held by the New York State Shorthand Reporters' Association, the oldest body of its kind in the United States, at its forty-ninth annual convention. Following are the results:—

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Nathan Behrin	I. Pitman	14	14	.988
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The contest was to decide the state championship and was for the Bottome Cup, a trophy offered by Willard B. Bottome, Supreme Court reporter in New York City. Dictations for five minutes were given at 200 words a minute on a judge's decision, and five minutes at 280 words a minute on court testimony.

Mr. Dupraw is a student at New York University, Mr. Behrin a Supreme Court reporter in New York City, and Mr. Forbes is an official court reporter in Buffalo.

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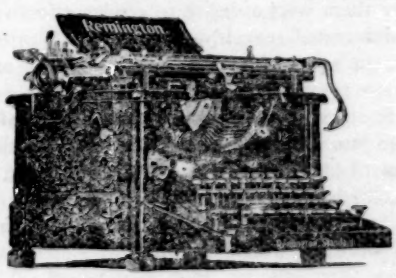

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EDUCATIONAL FORUM

FREEDOM OF TEACHING.

[From a report to the American Association of University Professors.]

"Students have a right to know the pros and cons of controverted subjects in every field. Teachers should be free to present these subjects and to express their own position in regard to them.

"It is a principle to be rigidly adhered to that the decision as to what is taught as true, or what should be presented as theory in science or in any other field of learning, should be determined, not by a popular vote nor by the activities of minorities who are persuaded that certain doctrines are inconsistent with their beliefs, but by the teachers and investigators in their respective fields. It would be absurd for the laity to attempt to dictate to the teachers of medical science what should and what should not be taught as facts in colleges of medicine. Teachers and investigators may teach doctrines in one decade which are discarded in the next; nevertheless, there is no body of individuals more competent than they to decide what doctrines are right, and if mistakes have been made, as they are bound to be with the best of intentions, the teachers and investigators have proven themselves to be the first to discover and to rectify the errors without the assistance of any official meddling from uninformed outsiders. We are never absolutely certain as to what constitutes truth, but if there is any method of insuring that what is taught is true better than that of giving investigators and teachers the utmost freedom to discover and proclaim the truth as they see it, that method has never been discovered. If those who know most about a subject sometimes decide wrongly, matters are not likely to be mended by putting the decision into the hands of those who know less."

—o—

Colby College, Waterville, Maine, will fill its college residences with girls who will not care to smoke in college residences.

—o—

SOUTH DAKOTA.

In 1922 the farmers of South Dakota marketed beyond the state line $175,000,000.

In 1923 the 73,000 South Dakota farmers on the average marketed beyond the state border $2,345 each. This was in addition to what was eaten by man and beast.

In 1922 the crops marketed beyond the border were $33,600,000 more than the year before. This was $450 more for each farmer.

This increase per farmer was equal to the entire average income per farm a few years ago.

South Dakota is seventh in agricultural products.

—o—

New York state has only one woman legislator, but she has a woman Secretary of State who administered the oath of office to the Governor.

—o—

COLLEGE PLAYS.

Yale's new school of dramatic art is practical to the extent of the erection of a magnificent theatre and the active production not only of new plays written by students, but of fresh offerings from Broadway. It affords a chance for training in every angle of the theatrical game. If our youths are to be trained in the creation of plays and scenarios they may as well acquire some ken of all the bumps in the path. A millionaire has provided the endowment for this dramatic experiment. On the other hand, New York and other vast clearinghouses for drama will probably welcome the best efforts of the Yale play mill each season.—Los Angeles Times.

WHAT IS A COLLEGE?

The Northwestern University branch of the American Association of University Professors has formulated college aims and ideals as follows:—

The purpose of the College of Liberal Arts is to give to properly prepared students who have the requisite ability and energy, such training and knowledge as will fit them for high service in the world and will give them resources for happiness in their own lives. The college endeavors to liberate them from narrowness of outlook and inexact habits of thought; to stimulate them to the maximum of self-culture—to a full and harmonious development of their tastes and powers; and to awaken in them a sense of loyalty to some high purpose in life.

To achieve this end, the college undertakes to orient its students in the world about them—the physical universe, the world of society, the world of ideas and artistic forms; to aid them in relating the world of the present to that of the past and of the future; to enrich and discipline their tastes; to train them in habits of clear, vigorous and accurate reasoning; and to set before them high standards of conduct and achievement.

SPECIFIC AIMS.

More specifically the College of Liberal Arts endeavors so to direct and develop its students as to:—

(1) Cultivate in them a respect for the things of the mind and inspire them with a desire to know, and with an eager and intelligent curiosity which will act as a stimulant to an increasingly broad and vital intellectual life.

(2) Familiarize them with the chief instruments and methods of effective intellectual work.

(3) Enable them to lay a broad and solid foundation of organized and connected knowledge of the physical world in which they live and of man—his nature and behavior as an individual and his relations and activities in society; the forces by which his existence and progress are conditioned; the institutions he has developed; the great ideas that have moulded his thought; his most significant traditions and achievements; his noblest creations in literature and art.

(4) Urge them to the attainment of a scientific attitude of mind, the habit of formulating judgments only after a critical and methodical scrutiny of the facts.

(5) Aid them to acquire some measure of taste, which will manifest itself both in a generous-minded response to what is fit and appropriate—a developing power of appreciating beauty and excellence in literature, art, and life—and in a discriminating exercise of the various modes of self-expression.

(6) Inspire them with a desire to render effective, intelligent and disinterested service to society.

In a word, the primary purpose of the College of Liberal Arts is not to provide specialized technical or vocational training to fit its students into positions immediately after graduation or into narrow niches of the present-day social structure, but to produce men and women who, in thought, taste and conduct have become liberal-minded, tolerant, self-reliant, independent, and who will find themselves at home in the world in which they live.

—o—

There are 680 cities with organized playground and recreation work which is championed by 125 college presidents, thirty-seven labor leaders, numerous manufacturers, governors, mayors, authors and prominent persons of all occupations, diverse political affiliations, and various religious faiths.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

HEALTH LESSONS REVISED, Book One, Book Two. By Alvin Davison, A.M., Ph.D. Cloth. Illustrated. Book One, 191 pages. Book Two, 288 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Dr. Davison writes as an educator with a message born of a mission. He is a health crusader rather than a method propagandist. He heeds the danger signals of medical experts. When an eminent physician said before the American Public Health Association that "the textbooks of our schools show a marked disregard for the urgent problems which enter our daily life, such as prevention of tuberculosis, typhoid fever, and infectious diseases," Dr. Davison was all attention.

The health of a people influences the prosperity and happiness of a nation more than any other one thing. The seven hundred thousand lives annually destroyed by infectious diseases and the million other serious cases of sickness from contagious maladies, with all their attendant suffering, are largely sacrifices on the altar of ignorance. The mother menaces the life of her babe by feeding it milk with a germ content nearly half as great as that of sewage, the anemic girl sleeps with fast-closed windows, wondering in the morning why she feels so lifeless, and the one-time vigorous boy goes to a consumptive's early grave,—all because they did not know the way to health.

Educated communities have decreased their death rate from typhoid fever, tuberculosis, and diphtheria from one-third to three-fourths by heeding the health call; lawmakers are becoming convinced that the needless waste of human life should be stopped. Several states have decreed that every school child shall be taught the cause and prevention of the communicable diseases.

After the eleventh year of age, the first cause of death among school children is tuberculosis. Dr. Davison shows the child the sure way of preventing this disease and others of like nature, and aims to establish an undying faith in the motto of Pasteur: "It is within the power of man to rid himself of every parasitic disease."

A special feature of the book is the number and character of the illustrations, which are highly illuminating, which teach many vital facts in a way that words can not teach them.

THE PSYCHOLOGY OF THE PRE-SCHOOL CHILD. By Bird T. Baldwin, Ph.D., and Lorle I. Stecher, Ph.D., both of University of Iowa. Cloth. 305 pages. New York: D. Appleton and Company.

Dr. Bird T. Baldwin has demonstrated rare devotion to the interests of the pre-school child for upwards of three years. He had previously won high reputation as a scholarly student of the literature of psychology and a painstaking student in laboratory science of child study. In this latest study he is in a field in which no one has done as good work as has he, a field with the utmost need of such attention as he and Dr. Stecher are giving it.

Dr. Baldwin's Iowa Child Welfare Research station was opened in September, 1921, so that the writing of this book was practically limited to the first three years. There have been in all a study of three groups of children, two to three years, three to four years, five to six years. Only children of normal intelligence are admitted.

This book should be carefully read by every one who is interested in improvement of home study of children from two to six.

Nowhere else can there be found as valuable information about normal pre-school children as in this book, information that is indispensable to teachers of primary grade children as well as to parents.

FARM ECONOMICS, MANAGEMENT AND DISTRIBUTION. By Frank App, Professor of Agricultural Economics, Rutgers College and New Jersey State University. Lippincott's Farm Manuals. Edited by K. C. Davis, Ph.D., George Peabody College for Teachers, Nashville. Cloth. Illustrated. 700 pages. Philadelphia and Chicago: J. B. Lippincott Company.

The J. B. Lippincott Company has specialized in the creation of farm literature for schools until they can command authors to meet any emergencies in agricultural activity, and K. C. Davis of George Peabody College for Teachers, editor of their "Farm Manuals," has made a ten strike when he has had produced "Farm Economics, Management and Distribution."

In the swing of the pendulum farm management has come into action most unexpectedly. In at least one prominent State Agricultural College the graduate class in Farm Management is by far the largest graduate class in the College.

Frank App's book with 700 large pages and 248 illustrations and numerous charts is adequate to meet any needs of college or graduate students. It is the product of author, artist, and publisher in 1924 so that the facts, figures, and theories are up to the minute in every respect.

FIFTY YEARS OF PUBLIC SERVICE, A LIFE OF JAMES L. HUGHES. By Lorne Pierce. Toronto: S. B. Gundy, Oxford University Press.

No other Canadian, whose life and work has been in Canada, has endeared himself to as many school people in the States as has James L. Hughes. No one in the States has done more to promote professional appreciation of the kindergarten and other safe and sane progressive educational thought and practice than has Dr. Hughes.

And what is more significant, Dr. Hughes has been as well known and as much beloved in Scotland and England as in the Dominion of Canada.

This appreciation of Dr. James L. Hughes in Lorne Pierce's "Fifty Years of Public Service, A Life of James L. Hughes," will be a most gratifying tribute to a noble, manly, brilliant professional and religious leader, all the more welcome because it is published in his lifetime.

ANTOINE RIVAROL: DE L'UNIVERSALITE DE LA LANGUE FRANCAISE. Edited by W. W. Comfort, Ph.D., LL.D., President of Haverford College. Boards. vi+62 pages. Price, 60 cents. Boston: Ginn and Company.

Dr. Comfort was a first-rate Professor of Romance Languages before he became a first-rate college president. In this text he presents an essay written by Rivarol in answer to the query "What has made French a universal tongue? Why does it deserve this fame? May it be

expected to preserve it?" Despite the passage of many years, despite the prejudice typical of the time of its composition, it still, in Comfort's words, "to this day accounts for the universality of the French language more clearly than any other document of which I am aware." One sentence in the essay has become immortal: "Ce qui n'est pas clair n'est pas français." Mr. Comfort has written a brief introduction and provided necessary notes. This little book should have a place in all the textbook programs of school and college departments of French.

THE DECIDING VOICE OF THE MONUMENTS IN BIBLICAL CRITICISM. An Introduction to the Study of Biblical Archeology. By Melvin Grove Kyle, D.D., LL.D., Xenia, Ohio, Theological Seminary. Oberlin, Ohio: Bibliotheca Sacra Company.

Dr. Kyle has made a notable, yes, a noble contribution of facts through archeological research which can but anchor the faith of believers in the Bible more securely than they might have been but for the criticisms that have made archeological research necessary. From the standpoint of science, archeological science, the author breathes an intelligent devotion which produces a scholastic security which is refreshing. There is nothing hasty in his studies, nothing fragmentary in his presentation, nothing traditionally superstitious in his conclusions. There has never been a time in the last seventy-five years when such a masterly treatment of Biblical criticism was needed, and Dr. Kyle's approach commands the respect of scholars and can but give poise to the faith of scholarly young people. He makes it unnecessary to play the part of the ostrich, to rely upon blind faith, to fortify oneself behind an easily punctured tradition. Here is a treatment that is a challenge to all loose jointed skepticism. It is a genuine comfort to know that there is available "The Deciding Voice of the Monuments in Biblical Criticism."

LA POUDRE AUX YEUX. Comédie en deux actes. By Eugène Labiche and Edouard Martin. Edited, with introduction, notes, exercises, and vocabulary, by Mary C. Belknap, A. B. Cloth. Illustrated. x+174 pages. New York: Charles E. Merrill Company.

This is one of volumes of the recently inaugurated series of "Merrill's French Texts," which already embrace a good beginner's book and a number of excellent editions of standard French texts, such as "Colomba," by Merimée, and "Sans Famille," by Malot.

Labiche, of course, is well-known to American students of French. His "Le Voyage de Monsieur Perrichon" and "La Poudre aux Yeux" are two plays that never fail to interest the student. Both are packed with humor of a most delightful sort, combining wholesome fun and genial satire. Both are well-adapted to use as French texts, moreover, because their language is real French—full of idioms, colloquial, forceful.

Miss Belknap, the editor of "La Poudre aux Yeux," is well-equipped for her task; she has been a student at the Sorbonne, an instructor in French at Vassar College, and is now head of the department of French at the Liggett School, Detroit, Michigan. She has provided a good introduction, adequate notes, and a complete and accurate vocabulary. What distinguishes her edition from other editors', however, is the unusual set of exercises based on the text. These are not of the ordinary perfunctory question-and-answer, stilted composition type, but serve to make the book an excellent composition book as well as a reading text. The exercises cover forty pages, and provide drill in vocabulary, in idioms, in verb-forms, and in grammar and syntax, utilizing all the latest devices for oral and written drill, with emphasis always upon interest and variety. These exercises alone make the book an outstanding production.

The mechanical features of the volume give evidence of good taste, expert knowledge, and conscientious care. Thoroughly reliable and unusually attractive, "La Poudre aux Yeux" will have an unquestionable appeal to teachers of French.

SHORT STORIES. By Antonio de Trueba. Edited with introduction, notes, and vocabulary, by John Van Horne, Ph.D., assistant professor of Romance Languages, University of Illinois. Cloth. Illustrated. xl+231 pages (138 pages text). Chicago, New York, Boston: Benjamin H. Sanborn & Company.

This recent addition to the "Hispanic Series," of which Professor John D. Fitz-Gerald of the University of Illinois is editor-in-chief, is a most desirable reading text for first year college or second-year high school classes in Spanish. Trueba's stories of the great Basque region of Spain are animated by motives at once patriotic and humanitarian—by Trueba's love for his native section and by his belief that in the simple life of country people, of ordinary people, is expressed the real heart of his country.

Dr. John Van Horne, the editor of this text, is one of the most successful teachers and textbook-makers in his field. His work in this excellent edition of Trueba does not belie his reputation. The five stories included are not available in any other edition. Four of them are humorous, the fifth a romantic legend. Professor Van Horne has prepared a very full introduction on Trueba's life and works and on life in the Basque provinces. Ample footnotes and a complete vocabulary are provided. The book is attractively printed, and is charmingly illustrated by Angel Cabrera Latorre. We need many more such worthwhile additions to the available reading material for Spanish classes.

BOOKS RECEIVED

"Teaching Agriculture." By James B. Berry.—"Contributions to Education." Volume 1. By J. Carleton Bell.—"Modern Business Geography." By Ellsworth Huntington and Sumner W. Cushing. Price, $2.00.—"Teaching Languages, Why and How of the Direct Method." By Guillermo Hall. Yonkers-on-Hudson, New York: World Book Company.

"A French Grammar." Simple and Complete, arranged on new lines with Middle Index. By F. Lister, B. A.—"French Grammar Cahier." Arranged on new lines with Middle Index. By F. Lister, B. A. Price, 52 cents.—"Advanced Exercises in English." By Roy Davis.—"Shorthand Dictation Exercises." By Jeanette C. Hall and William H. Cunningham. Price, 60 cents.—"The Happy Children Readers." Books 1 and 2. By Mary E. Pennell and Alice M. Cusack. Price, 50 cents each. Boston and New York: Ginn and Company.

"An Outline of Ancient History." By Mary Agnes Hamilton and A. W. F. Blunt. Price, $1.00.—"French Composition." By Marcel Morand. Price, $1.00.—"Alexandre Dumas Fils: La Dame aux Camelias." By Hugh Allison Smith and Robert Bell Mitchell. Price, $1.00.—"The Relations of Geography and History." By H. B. George, M. A. Price, $1.00. New York: Oxford University Press, American Branch.

"Progressive Methods of Teaching." By Martin J. Starmyand. Price, $2.00.—"Graphic Methods in Education." By J. Harold Williams. Price, $2.00. Boston: Houghton Mifflin Company.

"Allspice." By Bertha B. and Ernest Cobb. Newton Upper Falls, Mass.: Arlo Company.

"The Deciding Voice of the Monuments in Biblical Criticism." By Melvin Grove Kyle, D.D., LL.D. Bibliotheca Sacra Company.

"The Ways of the Mind." By Henry Adams Foster. Price, $1.80.—"Effective French for Beginners." By James L. Barker. Price, $1.00.— "Poems." By Alfred Tennyson. Price, $1.00. New York: Charles Scribner's Sons.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The sixth annual conference for teachers of modern languages will be held at the University of Iowa, Iowa City, February 26 and 27. Notable speakers, the presentation of Moliere's play, "Tartuffe," in French by University of Iowa students, and a play hour for the conference called "Frivolities" are some of the high lights on the program.

Malcolm McDonald, son of ex-Premier Ramsey McDonald, of England, is on the Oxford University debating team that is touring the United States.

John D. Rockefeller, Jr., has pledged the Baptist Church Association of the North $850,000 on April 30. The total budget of that Association this year will be $6,166,000.

On February 17 the Boston Esperanto Society will celebrate the twentieth anniversary of the founding of the oldest Esperanto society in the United States. The Boston Esperanto society was founded on February 16, 1905, and since that time has conducted more than twenty-five classes in Esperanto at its rooms, or in the Boston Public Library or in the Institute of Technology. The rooms of the society are at 507 Pierce building, Copley square, Boston. Tuesday evening, February 17, the president, George Winthrop Lee, will give an account of the history of the society, and other speakers will tell of the recent program of the Esperanto movement. All interested are invited. Questions will be gladly answered.

The second annual New England conference of the Y. M. and Y. W. Student Christian Associations will meet at the Northfield Hotel, East Northfield, Mass., February 13-15. The acceptance of the quotas assigned, which are far in excess of all expectation, forecasts the success of the new movement, and is a manifestation of the interest taken by the students themselves in the problems that confront the Christian life of the colleges of the new generation. Thirty-seven colleges and approximately fifty associations, having a total delegation of about 160 students, will be represented, with twenty-five leaders also present. Traveling expenses will be pooled, practically equalizing the cost from all points. The program, arranged by a student committee, and under the general theme of "God and the World We Live In," includes group discussions and addresses by David R. Porter and Miss Leslie Blanchard, senior secretaries of the Student Departments of the International Councils of Y. M. and Y. W. C. A.'s, New York. A service is planned to be held Sunday morning in Russell Sage Chapel, Northfield Seminary.

Six dollars a word for an essay! John Liska, Wisconsin Rapids, Wisconsin, farmer boy, temporarily entered the field of the highest paid writers when his essay "The Relation of Improved Highways to Home Life" won in the national good roads essay contest conducted by the Highway Education Board. He was awarded the H. S. Firestone Four Years University Scholarship, valued at approximately $4,000, by a national committee comprised of Merle Crowell, editor of the American Magazine, Dr. W. O. Thompson, president of Ohio State University, and James J. Davis, Secretary of Labor. More than 200,000 students of high school grade sought the prize which fell to him with his epic story of country crossroads. Liska is the fifth student in as many years to win this award.

The annual meeting of the High School Principals Association of Massachusetts was held in Boston January 24, 1925. The morning session was devoted to a consideration of reports of committees on the following subjects: "Legislation along Educational Lines," "The Now in Education," "Practical Methods of Securing Co-operation of Parents," and "Intelligence Tests with special reference to grouping pupils according to ability." The speakers at the banquet were: Frank W. Wright, Director of Elementary and Secondary Education in Massachusetts; Frank P. Morse, Supervisor of Secondary Education in Massachusetts; and Cameron Beck, personnel director of New York Stock Exchange, who discussed "The Cost of Leadership."

A twenty-two story hospital, plans for which provide for a $25,000,000 project, will be erected by the Wesley Memorial Hospital in Chicago.

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In recognition of services rendered to France, the decoration of the Gold Cross of Officer of the Order of the Redeemer has been bestowed upon Professor William S. Messer, of the department of Latin at Dartmouth. This Greek order corresponds to the Legion of Honor in France. It was established in its present form by King Otto the First in 1833.

Joseph French Johnson, dean of the School of Commerce of New York University and president of the Alexander Hamilton Institute, died January 22, 1925, from angina pectoris.

Dean Johnson was born in Hardwick, Massachusetts, in 1853. He was on the staff of the Springfield Republican when Samuel Bowles was editor, and from there went to the Chicago Tribune to be financial editor. He left the newspaper business in 1893. For eight years he was a professor in the Wharton school of commerce of the University of Pennsylvania and from 1899 to 1903 he lectured on finance at Columbia University. He was appointed dean of the school of commerce at New York University in 1903, following his appointment as professor of political economy in 1901.

Beginning in February, 1925, all students of New York schools who are under seventeen years of age at the time of their discharge from school will be required to attend a continuation school until seventeen.

Nevada has two hundred and fifty-three one-room schools, with an average of 8.8 pupils each. New Hampshire has 701 such schools with an average of 17.5 pupils per school.

The annual meeting of the National Congress of Parents and Teachers will be held at Austin, Tex., May 11, 1925.

Alfred Bunker, forty-five years a teacher in Boston, died recently in Boston at the age of eighty-five. He was ardently professional, devoutly religious, civically patriotic, always active in the service of educational organizations, church organizations, and civic societies. Every principal and school board official knew him intimately. Personally our relations with him were exceptionally close, for he taught in West Bridgewater, our home town in our young manhood days, and while out of service in Boston in the early eighties he taught in the Somerville High School when I was on the Board of Education. But more important than that he was a graduate of the Bridgewater Normal School some years ahead of me, and no graduate was more uniformly present at the reunions than was he, and he was for twelve years either secretary or treasurer of the Massachusetts State Teachers' Association, in which I was deeply interested.

Union College, Schenectady, receives $7,500 from Charles Coffin. Small gifts have much significance even at a time when some men are giving many millions to great universities.

Malden, Massachusetts, has opened three Junior High Schools this school year. All these principals were promoted from elementary school principalships.

Among the various school organizations in Revere, Mass., is a live Principals' Club known as the "Revere Women Principals Club," Miss Annie E. Bragdon, president. Among its most important present activities is the perfecting of arrangements for the putting into operation the Cassandra M. Barrows Memorial Fund. Miss Barrows, for many years associated with the schools of Revere in the capacity of teacher and later as principal, passed away in 1923. This permanent fund, established by the Club, is for the purpose of perpetuating, through the awarding of annual prize medals in public speaking contests in the Revere Senior High School, the memory of this beloved member of the profession.

Lulu Diehl, assistant principal in the Thomas Jefferson Junior High School, Cleveland, at the age of twenty-eight, is the youngest woman to attain such promotion at such an age. She graduated at Western Reserve University seven years ago and her advance has been steady and remarkable.

George Eastman, camera manufacturer of Rochester, N. Y., gives Tuskegee and Hampton $2,000,000 to top the $5,000,000 already raised.

Albert M. Johnson, president of the National Life Insurance Company, says that the cross-word puzzle has improved the spelling of the stenographers, of whom they have a vast number, twenty-five per cent.

The presence of mind of Dorothy Woolley, a thirteen-year-old daughter of Dr. Scudder J. Woolley, 157 West Seventy-sixth street, New York, probably saved the entire household from death by fire January 31. When awakened by smoke, recalling the instruction which she had received at school, she bound a wet towel around her face and rushed through the house to awaken all the sleepers. Emergency instruction is worth while.

John D. Rockefeller, Jr., gives $1,600,000 for the building of a library for the Imperial University of Tokyo, replacing one destroyed by the earthquake.

By causing successive waves of sound to interfere with each other's transmission, Dr. G. W. Stewart, of the University of Iowa, has perfected a device which he believes in time may be used to eliminate undesirable noises. The establishment of quiet zones for hospitals and the requirement of mufflers for automobiles testify to the penetrating nature of sound waves. They will pass through the most minute crack, and even through an apparently solid wall. With the theory that sound waves would expend themselves were they placed in conflict with one another, Dr. Stewart worked out his device, which he calls an "acoustic wave filter." The results are obtained not by placing obstructions in the path of sound, but by setting up a sort of battle between the various waves, thus causing a disordered transmission. Dr. Stewart considers the device a filter. It is a new basic method of manipulating sound waves and may find application in many acoustic devices in use today.

Budget appropriations for the University of California for the biennium 1925-27, call for an increase of $1,500,000 over that of 1923. The increase will be utilized mainly by the College of Agriculture and the southern branch of the University at Los Angeles.

Thomas S. Gates, chairman of the Managing Committee of the University of Pennsylvania Fund, has announced that $42,000,000 will be needed in the next fifteen years to bring all of the schools of the university to a uniform high level of efficiency. While this sum will be needed in the next fifteen years, there are certain pressing needs totaling $10,000,000 which are given priority, and the alumni will be urged to furnish the funds to satisfy the pressing requirements.

MEETINGS TO BE HELD

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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